



VARIANCES TO STANDARDS APPLICATION

March 3, 2014

Purpose: ARM 10.55.604.1. A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

DUE DATES

- First semester implementation; March 3, ~~2014~~ 2015
- Second semester implementation; July 7, ~~2014~~ 2015

COUNTY: Beaverhead

DISTRICT: Beaverhead County High School District

LIST THE SCHOOL OR MULTIPLE SCHOOLS THAT ARE REQUESTING THE VARIANCE(S):

Beaverhead County High School

-
1. Is this an initial application (2 years) or a Renewal application (3 years)?

Initial Application (2 years)

2. Is this for first semester implementation or second semester implementation?

Plan to implement in the First Semester for the 2015/2016 school year

3. Standard(s) for which a variance is requested, i.e., 10.55.709. If there is a program delivery standard, be sure to list it as well. For example, 10.55.1801.

10.55.601 (3)

4. Please attach evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the proposed variance to standards. Stakeholder groups include trustees, administrators, teachers, classified school staff, parents, community members, and students as applicable.

Our high school accreditation team is made up of teachers, administrators and other staff members.

This team was intricately involved in the AdvancEd accreditation visit conducted at Beaverhead

County High School High on February 4th and 5th of 2014. We are relying upon the AdvancEd

accreditation process for this variance to standard request.





The following is a list of individuals from Beaverhead County High School and the community of Dillon Montana who were involved in the accreditation review process:

Fred Chouinard, Superintendent/Principal

Gary Haverfield, Assistant Principal/Activities Director

Cindy Bennett, Librarian

Brett Carver, Math

Megan Conrow, Business

Lyla Dumke, English

Janet Gentry, Math

Laurie Hagenbarth, Chorale

Christine Hildreth, Spanish

Dale Hritsco, Special Education

Cabeb Igo, Agriculture

Betty Iverson, Title I

Chris Kloker, Instrumental

Jeff Koslosky, Science

Bernie Wasser, Social Studies

Tammi Myers, Women's PE

Rick Nordahl, Math

Camy Paffhausen, English

Angela Racicot, Art

Susanne Rehse, Paraprofessional

Sandy Rice, Title I

Nancy Stout, Counselor

Mike Telling, Science

Terry Thomas, Business

Steve Vezina, English

Gabe Walker, Men's PE

Rex Whitworth, Paraprofessional

Bill Wagner, Industrial Arts

Carolyn Shenton, Parent/Community Member



Tom Welsh, Businessman/Community member

Gary Love, Board Chairperson/ Community Member

Cindy Wood, Parent/Community Member

Evelyn Mull, District Clerk/Business Manager

Additionally, the Board of Trustees of Beaverhead County High School approved this variance request on February 9, 2015. The minutes from this meeting are attached.

5. Please provide evidence that the board of trustees adopted its application for variance at an official, properly noticed meeting of its board of trustees.

The board of trustees of the Beaverhead County High School approved this variance request on February 9, 2015. The minutes from this meeting are attached.

6. Describe the variance requested.

Due to the rigorous nature of the AdvancED accreditation process, Beaverhead County High School requests that the District be allowed to use the AdvancED accreditation process in replacement of 10.55.601(3). If approved, we are requesting that our AdvancED accreditation status replace our requirement to annually complete the Comprehensive School Improvement Planning (CSIP) process required by the Office of Public Instruction. We see this as a duplication of efforts as it requires us to take already created and externally reviewed information and put it into a format that meets the requirements of the Montana Office of Public Instruction.

7. Provide a brief statement of the mission and goals of this proposed variance.

It is the intent of Beaverhead County High School to use this variance to promote rigor, equity, student engagement and depth of application of knowledge for our students.

The objectives are as follows:

- Utilize a school improvement plan that requires identification of goals for improvement of achievement and instruction.
- Continue to develop the use of data to promote growth in student learning, student readiness for the next level, student success at the next level.
- Develop a comprehensive student assessment system with local and standard assessments resulting in a range of data about student learning.



8. **List at least one specific measurable objective(s) that demonstrates that the proposed variance will meet or exceed the results under the current standard(s).**

Implement the technology plan into the classroom environment that connects students with lessons through the use of technology infrastructure that supports the school's teaching, learning, and operational needs.

As a result, the District's Mathematics achievement scores will exceed state averages in the first round of common core testing in the Spring of 2015.

District's Reading achievement scores will exceed state averages in the first round of common core testing in the Spring of 2015.

The District's graduation rates will exceed 85% for the class of 2015.

9. **What data or evidence will be gathered to document progress toward meeting the measurable objectives?**

The installation of wireless access points in conjunction with the purchase of several mobile chromebook and ipad stations will give teachers and students access to 21st century educational tools that will increase student engagement in the classroom. Data and evidence will be gathered through formal observations to insure teachers adapt 21st century teaching methods into instruction.

Mathematics achievement scores will be gathered from the results of the 2015 Smarter Balanced Criterion Referenced assessment.

Reading achievement scores will be gathered from the results of the 2015 Smarter Balanced Criterion Referenced assessment.

Graduation rate data will be tracked in conjunction with the data provided to our district from the Office of Public Instruction.,

10. **In what way does this variance to standard meet the specific needs of the students in your school(s)?**

Beaverhead County High School, having met the requirements established by the AdvancEd Accreditation Commission has been accredited by the Northwest Accreditation Commission through June, 30, 2019. (Copy of Official Certificate included)

To obtain this accreditation, Beaverhead County High School had to go through a rigorous process that included a self-assessment in relation to research based standards and indicators, student performance diagnostics, survey data from parents, teachers and students as well as an external review from an outside team of educators. The external review for our high school was conducted on February 4th and 5th of 2014. The report from this external review committee is included. The recommendations from this visit will guide us as we improve upon our school's Continuous Improvement Plan.

Following is a description of how Montana's Standards of Accreditation are met and exceeded in the AdvancEd indicators:

An extensive Comprehensive Education Plan is required by Montana's Standards of Accreditation in 10.55.601(3). This requirement is reflected in AdvancED Standard 1, specifically in indicator 1.3.



A school district education profile is required by Montana's Standards of Accreditation in 10.55.601(3 a i). This requirement is reflected in AdvancED indicators 5.1, 5.2, and 5.5.

The School district's educational goals are required by Montana's Standards of Accreditation in 10.55.601(3 a ii). This requirement is reflected in AdvancED indicators 1.1 and 2.3.

A description of planned progress toward implementing all content, performance, and program area standards is required by Montana's Standards of Accreditation in 10.55.601(3 a iii). This requirement is reflected in AdvancED indicators 1.2, 3.1, 3.3, 3.6, and 3.12.

A description of strategies for assessing student progress toward meeting all content, performance, and program area standards is required by Montana's Standards of Accreditation in 10.55.601(3 a iv). This requirement is reflected in AdvancED indicators 2.6, 3.2, 4.7, 5.1, 5.2, and 5.4.

A professional development component is required by Montana's Standards of Accreditation in 10.55.601(3 a v). This requirement is reflected in AdvancED indicators 2.6, 3.4, 3.5, 3.7, 3.11, and 5.3. A description of these indicators is included with the review document and contain specific notations that connect Montana's standards found in 10.55.601(3) with the AdvancEd indicators required for regional accreditation through AdvancEd.

With the steps required through the AdvancED process, Beaverhead County High School meets and exceeds the standards found in 10.55.601(3) therefore duplication of efforts is not needed. Due to the self-review and external review required we are assured that our Comprehensive Education Plan meets the educational needs of our students and our staff. This process promotes rigor, equity, student engagement and depth of application of knowledge. Through the AdvancEd accreditation process, Beaverhead County High School has demonstrated that it has a Comprehensive Education Plan that includes an education profile, educational goals, planned progress towards meeting content and performance standards, strategies for assessing student progress, and a professional development component which are all required by 10.55.601(3). Additionally, AdvancEd's standards include other essential indicators which are not required by 10.55.602(3) thereby exceeding the planning requirements set for by the state of Montana.

11. Variance to Standard: Outline how and why the proposed variance would be:

a. Workable. (Sufficient district resources are available for the success of the variance.)

The school has sufficient resources for this variance. An annual fee to AdvancED is paid which provides all information needed for the standards and indicators, student performance diagnostics, surveys and survey results. The annual fee also includes the AdvancED Adaptive System of School Improvement Support Tools (ASSIST), a state-of-the-art system that allows schools to streamline and enhance their efforts to boost student. The school also has the opportunity to receive training at the annual AdvancED Conference.



b. Educationally sound. (Applicant has relied on sound research as a rationale for the variance.)

The AdvancED standards and indicators are research based. The following is from the AdvancED website, "With over a century of work in schools and districts throughout the world, AdvancED collects and manages information that has the potential to revolutionize the way we think about continuous improvement and the factors that have the greatest promise for ensuring student success. For that reason, we have committed to an ambitious 5 year research agenda that will uncover the impact of accreditation on school improvement and student achievement. The objective is to provide the education community with research-based strategies, conditions, and behaviors that lead to transformative school improvement. A research team of academics and practitioners has already published two studies, Learning from Accreditation and District Accreditation: Leveraging Change.

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.1901.

Included are all AdvancED Standards and Indicators in the External Review Team's Report as well as performance level scores that frame vertical and horizontal alignment for all program offerings required by the Montana Office of Public Instruction.

Standard 3 states, "The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning." Our high schools' curricular offerings exceed those required under ARM 10.55.1101 through 10.55.1901.

The AdvancED accreditation process requires that we meet all state curricular program offerings.

12. Designed to meet the content standards for this area of the curriculum (only applies to those standards which also have related curriculum content standards).

As a result of our AdvancED accreditation status, Beaverhead County High School has engaged in a rigorous process that included a self-assessment in relation to research based standards and indicators, student performance diagnostics, survey data from parents, teachers and students as well as an external review from an outside team of educators every 5 years. The External Review Report from February 4-5, 2014 is included.

An extensive Comprehensive Education Plan is required by Montana's Standards of Accreditation in 10.55.601(3). This requirement is reflected in AdvancED Standard 1, specifically in indicator 1.3.

A school district education profile is required by Montana's Standards of Accreditation in 10.55.601(3 a i). This requirement is reflected in AdvancED indicators 5.1, 5.2, and 5.5.

The School district's educational goals are required by Montana's Standards of Accreditation in 10.55.601(3 a ii). This requirement is reflected in AdvancED indicators 1.1 and 2.3.

A description of planned progress toward implementing all content, performance, and program area standards is required by Montana's Standards of Accreditation in 10.55.601(3 a iii). This requirement is reflected in AdvancED indicators 1.2, 3.1, 3.3, 3.6, and 3.12.



A description of strategies for assessing student progress toward meeting all content, performance, and program area standards is required by Montana's Standards of Accreditation in 10.55.601(3 aiv). This requirement is reflected in AdvancED indicators 2.6, 3.2, 4.7, 5.1, 5.2, and 5.4.

A professional development component is required by Montana's Standards of Accreditation in 10.55.601(3 a v). This requirement is reflected in AdvancED indicators 2.6, 3.4, 3.5, 3.7, 3.11, and 5.3.

A description of these indicators is included in the External Review Report with specific notations that connect Montana's standards found in 10.55.601(3) with the AdvancEd indicators required for regional accreditation through AdvancEd.

With the steps required through the AdvancED process, Beaverhead County High School meets and exceeds the standards found in 10.55.601(3) therefore duplication of efforts is not needed. Due to the self-review and external review we are assured that our Comprehensive Education Plan meets the educational needs of our students and our staff.

The AdvancEd accreditation process promotes rigor, equity, student engagement and depth of application of knowledge. Through the AdvancEd accreditation process, Beaverhead County High School has demonstrated that a Comprehensive Education Plan is in place which includes an education profile, educational goals, planned progress towards meeting content and performance standards, strategies for assessing student progress, and a professional development component which are all required by 10.55.601(3). Additionally, AdvancEd's standards include other essential indicators which are not required by 10.55.602(3) thereby exceeding the planning requirements set for by the state of Montana.

RENEWAL APPLICATION ONLY: Please attach a summary of the data gathered to demonstrate that the variance cycle ending June 30, met or exceeded the standard. State the measurable objective for the initial or previous application.

Mail your signed form to:

**Accreditation and Educator Preparation Division
Office of Public Instruction**





Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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Board Chair Name: Garry Love

Board Chair Signature: [Signature]

Date: 2/10/15

Superintendent Name: Fred Chovinard

Superintendent Signature: [Signature]

Date 2/10/2015

OPI USE ONLY

Superintendent of Public Instruction: [Signature] Date 5/14/15

☒ Approve ☐ Disapprove

Board of Public Education Chair [Signature] Date 5/17/15

☒ Approve ☐ Disapprove



Report of the External Review for Beaverhead County High School

104 North Pacific Street

Dillon, MT, 59725
US

Mr. Fred Chouinard, Superintendent

Date: February 4, 2014 - February 5, 2014



North Central Association on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

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Introduction to the External Review

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED standards specified for their institution, demonstrate high levels of student performance or improvement of student performance if applicable, and provide evidence of stakeholder satisfaction with the operation of the institution. The accreditation standards focus on conditions and processes within a system that impact student performance and organizational effectiveness. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

Institutions participate in an External Review by a team of highly qualified evaluators who examine the institution's adherence and commitment to the accreditation criteria. The External Review is the hallmark of AdvancED Performance Accreditation as it energizes and equips the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes examination of evidence and relevant data, interviews with stakeholders, and observations of instruction, learning, and operations.

The AdvancED External Review Team used the AdvancED Accreditation Standards and Indicators and related criteria to guide its evaluation, looking not only for adherence to standards but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the AdvancED External Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Findings

The Findings section presents the External Review Team's evaluation of the AdvancED Accreditation Standards and Indicators. It includes Powerful Practices and Opportunities for Improvement identified by the External Review Team, as well as evaluations of Student Performance, the Learning Environment, Stakeholder Feedback and Assurances.

Accreditation Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. Before implementation, the standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains a detailed evaluation of each of AdvancED's Accreditation Standards and Indicators, identification of Powerful Practices and Opportunities for Improvement related to each of the standards (if appropriate), and a description of the evidence examined by the External Review team.

The AdvancED Standards and Indicators are the first of three primary areas of evaluation for AdvancED's Performance Accreditation model. Using indicator-specific performance levels, the External Review Team evaluates the degree to which the institution meets each indicator on a scale of 1 to 4. The scores assigned to the indicators are averaged to arrive at a single score. This score, along with scores from evaluations of student performance and stakeholder feedback, will be used to determine the accreditation status of the institution.

Average Indicator Score for this Institution	2.79
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Standard 1: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard 1			
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.			
Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • Accreditation Report • Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) • Observations • Communication plan to stakeholders regarding the school's purpose • Interviews 	3.0
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> • Interviews • Survey results • Accreditation Report 	3.0
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • Observations • Survey results • The school data profile • Agenda, minutes from continuous improvement planning meetings • Interviews • Accreditation Report 	2.0

Powerful Practices**Indicator**

1. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies.

1.2

Beaverhead County High School has a culture of accountability; the staff consistently helps students succeed which is the most important part of their job. They demonstrate this through their Montana Behavioral Initiative involvement and the tier 2 and tier 3 intervention meetings. All stakeholders in the school are involved with helping students and all staff take great pride in the school. They all have a genuine respect for each other that is collaborative and not top down leadership.

Standard 2: The school operates under governance and leadership that promote and support student performance and school effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience gained through evaluation of best practices has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2			
The school operates under governance and leadership that promote and support student performance and school effectiveness.			
Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	<ul style="list-style-type: none"> • Observations • Governing body policies, procedures, and practices • Accreditation Report • Interviews • Board is a very high functioning board with an average tenure of approximately 20 years per member • Roles of the board and administration are clearly maintained 	3.0

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • Accreditation Report • Governing body minutes relating to training • Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest • Interviews • Observations • Historical compliance data • Governing body policies on roles and responsibilities, conflict of interest • Governing code of ethics 	3.0
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> • Roles and responsibilities of school leadership • Stakeholder input and feedback • Observations • Agendas and minutes of meetings • Interviews 	4.0
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> • Examples of collaboration and shared leadership • Observations • Interviews • Accreditation Report • Montana Behavioral Initiative with shared leadership monitoring implementation is highly effective 	3.0
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> • Minutes from meetings with stakeholders • Survey responses • Involvement of stakeholders in a school improvement plan • Accreditation Report • Observations • Interviews 	4.0

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> • Accreditation Report • Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation • Governing body policy on supervision and evaluation • Observations • Representative supervision and evaluation reports • Interviews 	4.0

Powerful Practices**Indicator**

1. All school personnel and students are accountable for maintaining expectations in relation to the purpose and direction of the school.

2.5

There is a culture of accountability and purpose among the staff and students at Beaverhead County High School. Staff members have been willing to add duties when needed to maintain the programs and offerings at Beaverhead County High School. Students know and understand the purpose and direction established through policy and goals. The purpose and direction are evident in student and staff personal and academic behaviors throughout all aspects of the school.

2. A clear and efficient means of conducting staff evaluation and improving professional practice has been established to improve student success.

2.6

Beaverhead County High School has adopted the Montana Educator Performance Appraisal System for all staff. The system links teacher evaluation to professional improvement and student success. It provides professional development which is individualized and linked directly to instructional ability and student performance. This is a new system and the school is commended for the early adoption of this system to improve instruction.

3. The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school.

2.3

The school board's leadership plays a major role in the positive climate and culture found at Beaverhead County High School. The board allows leadership to effectively manage the operations and lead the school in a proactive manner.

Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning" also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 3			
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.			
Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> Interviews Accreditation Report Course schedules Course descriptions Observations In performance based courses, individualization was evident Core course observations reflect little evidence of individualized engagement 	3.0

Indicator		Source of Evidence	Performance Level
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • Observations • Surveys results • Interviews • Accreditation Report • The team observed little evidence of data and learning targets related to standards being used to inform and drive instruction 	2.0
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Examples of teacher use of technology as an instructional resource • Interviews • Observations • Examples of student use of technology as a learning tool • Surveys results • Observed instruction was largely teacher centered activity • Student interviews addressed a lack of academic engagement with content 	2.0
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Supervision and evaluation procedures • Surveys results • Interviews • Administrative classroom observation protocols and logs • Accreditation Report 	3.0

Indicator		Source of Evidence	Performance Level
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • Accreditation Report • Common language, protocols and reporting tools • Agendas and minutes of collaborative learning committees • Calendar/schedule of learning community meetings • Survey results • Observations • Interviews • Examples of improvements to content and instructional practice resulting from collaboration 	2.0
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> • Observations • Interviews • Accreditation Report • Samples of exemplars used to guide and inform student learning 	2.0
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Accreditation Report • Observations • Interviews 	2.0
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> • Interviews • List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days • Accreditation Report 	3.0

Indicator		Source of Evidence	Performance Level
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> • List of students matched to adult advocate • Accreditation Report • Survey results • Interviews • Observations • Curriculum and activities of formal adult advocate structure • Although there is no formal structure, the culture and size of the school creates an environment in which students build long term relationships with multiple adults 	3.0
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • Accreditation Report • Observations • Survey results • Interviews • Sample communications to stakeholders about grading and reporting • Policies, processes, and procedures on grading and reporting 	3.0
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Evaluation tools for professional learning • Interviews • Survey results • Brief explanation of alignment between professional learning and identified needs 	3.0
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Interviews • List of learning support services and student population served by such services 	3.0

Opportunities for Improvement**Indicator**

1. Design, implement, and evaluate programs that engage families in meaningful ways in their children's education.

3.8

Establish a protocol to further engage parents in the academic progress of their children. Staff members making positive contacts on a regular basis will encourage parents to be fully updated and aware of their child's progress toward proficiency on the standards and graduation requirements.

Standard 4: The school has resources and provides services that support its purpose and direction to ensure success for all students.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the 30,000 institutions in the AdvancED network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4			
The school has resources and provides services that support its purpose and direction to ensure success for all students.			
Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	<ul style="list-style-type: none"> • Survey results • Interviews • Accreditation Report • Assessments of staffing needs • Documentation of highly qualified staff • Retention of staff and longevity are particular areas of strength. The retirement of a counselor and reduction of that position has strained the resources available through the counseling program 	4.0
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> • Accreditation Report • Examples of efforts of school leaders to secure necessary material and fiscal resources • Survey results • School schedule • Interviews • Alignment of budget with school purpose and direction • School calendar 	3.0

Indicator		Source of Evidence	Performance Level
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> Records of depreciation of equipment Observations Documentation of compliance with local and state inspections requirements Interviews Accreditation Report Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. System for maintenance requests Maintenance schedules While the building construction is 1936 vintage, the facility is in exceptional condition and well maintained 	4.0
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> Interviews Budget related to media and information resource acquisition Accreditation Report Survey results Observations While school personnel are qualified, resources are currently limited and insufficient 	2.0
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> Technology plan and budget to improve technology services and infrastructure Assessments to inform development of technology plan Survey results Technology planning is underway backed with fiscal resources that address technology infrastructure and student engagement 	2.0

Indicator		Source of Evidence	Performance Level
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> • Agreements with school community agencies for student-family support • Survey results • Accreditation Report • Interviews • Social classes and services, e.g., bullying, character education • List of support services available to students • Observations 	3.0
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> • List of services available related to counseling, assessment, referral, educational, and career planning • Accreditation Report • Survey results • Budget for counseling, assessment, referral, educational and career planning • Description of IEP process • Description of referral process • The counseling department services are limited by budgetary constraints <p>The needs of some students are compromised due to limited personnel</p>	2.0

Powerful Practices**Indicator**

1. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement.

4.1

The staff at Beaverhead County High School is an obvious strength as viewed by stakeholders in the community. Trust has been established between the board and the staff that is sound and well maintained. The defined processes and procedures put in place by the board and followed by school leaders allow Beaverhead County High School to retain and place qualified professionals in the positions necessary to maintain their positive culture at the school.

2. School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with all stakeholders.

4.3

All stakeholders in the community are involved with creating high expectations for Beaverhead County High School. Staff, students, community members and parents all help reinforce these expectations with students on a regular basis. All stakeholders take pride in the buildings, the school and their community. The students and staff at Beaverhead County High School should be proud of the excellent environment they have created.

Opportunities for Improvement**Indicator**

1. Implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students.

4.7

Review the current structure of the counseling department in order to refine or create a more powerful and responsive delivery model to better meet the needs of all students. This could include establishing a career center that may address college and career opportunities, scholarships, Free Application for Federal Student Aid (FAFSA) completion, Armed Services Vocational Aptitude Battery (ASVAB), graduate tracking, and other options. A different delivery model would also allow for better allocation of resources in terms of student socio-emotional needs, scheduling, Montana Digital Academy, and ongoing academic requirements.

Standard 5: The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Systems with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

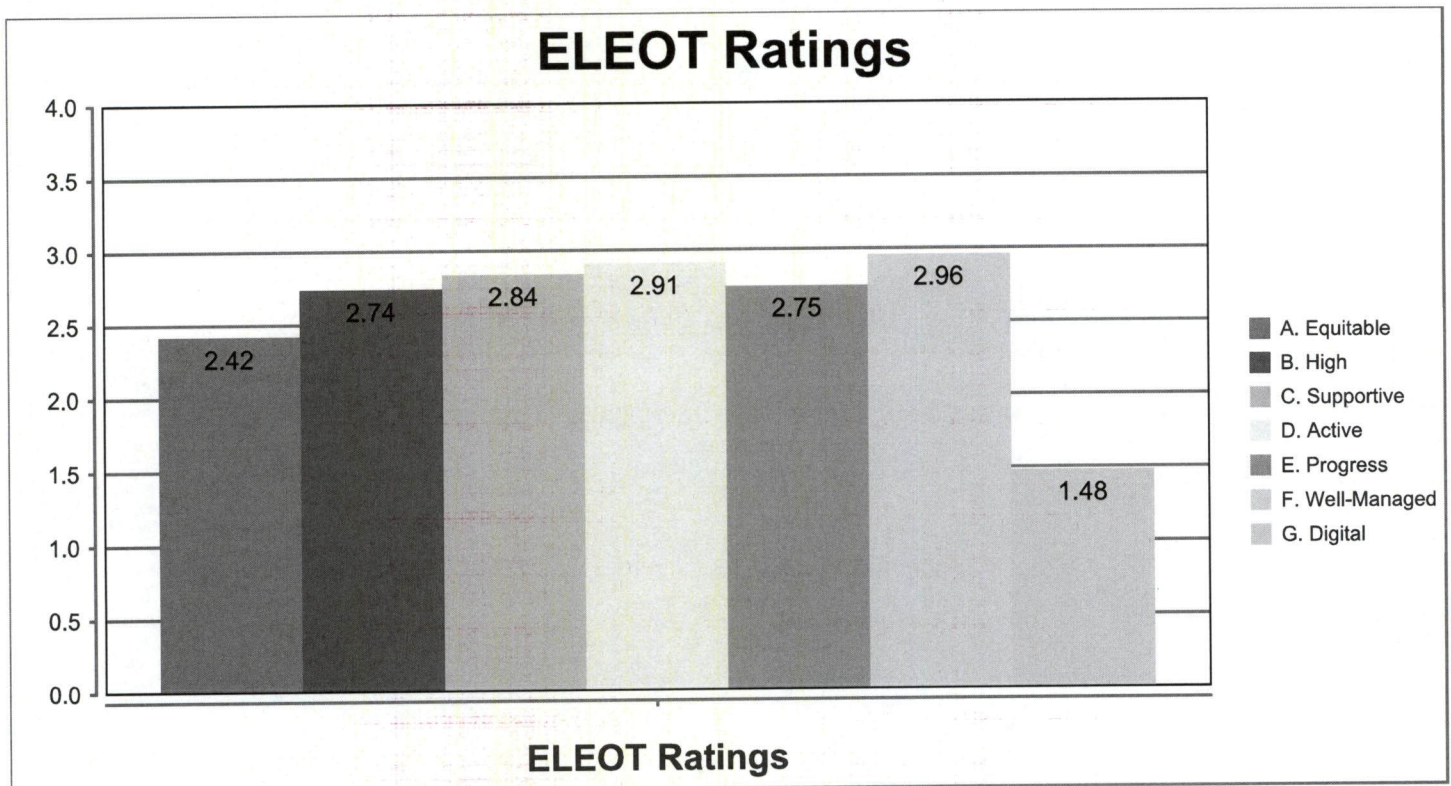
Standard 5			
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.			
Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Documentation or description of evaluation tools/protocols • Observations • Survey results • Interviews 	2.0
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none"> • Interviews • Observations • List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning • Accreditation Report 	2.0

Indicator		Source of Evidence	Performance Level
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> • Interviews • Professional learning schedule specific to the use of data • Documentation of attendance and training related to data use • Accreditation Report 	2.0
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> • Agendas, minutes of meetings related to analysis of data • Accreditation Report • Evidence of student readiness for the next level • Evidence of student growth • Evidence of student success at the next level • Interviews 	3.0
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> • Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals • Accreditation Report • Executive summaries of student learning reports to stakeholder groups • Interviews 	3.0

Learning Environment

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. External Review Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale. The following provides the aggregate average score across multiple observations for each of the seven learning environments included in ELEOT.



Student Performance

Student Performance on assessments is the second of three primary areas of evaluation for AdvancED's Performance Accreditation model. Institutions are asked to collect and analyze student performance data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the assessments used by the institution, the degree to which the institution properly administered the assessments, analyzed and acted on the results, and the overall performance of students using a set of rubrics. The scale is from 1 (low performing) to 4 (high performing). Results of that evaluation are reported below.

Student Performance Evaluation	
Evaluative Criteria	Performance Level
Assessment Quality	3.0
Test Administration	3.0
Quality of Learning	3.0
Equity of Learning	3.0

Stakeholder Feedback

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys are directly correlated to the AdvancED Accreditation Standards and Indicators; they provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution and the degree to which the institution analyzed and acted on the results. The scale is from 1 (low performing) to 4 (high performing). Results of that evaluation are reported below.

Stakeholder Feedback Evaluation	
Evaluative Criteria	Performance Level
Questionnaire Administration	4.0
Stakeholder Feedback Results and Analysis	3.0

Conclusion

Summary of the External Review

In off-site and on-site review sessions, the AdvancED External Review Team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The External Review Team completed that onsite review during a two day visitation on February 4 and 5, 2014. Beaverhead County High School was well prepared and responsive to all needs and requests made by the team. All requested information was provided in a timely manner and appears to be maintained with fidelity. The self-evaluation and interviews were honest descriptions of practices within the school community. The school administration (2), a sampling of teaching staff (6), support staff (3), and community stakeholders (5) participated in interviews. In addition, the administration presented a full overview of the school community. Student stakeholders were interviewed in both formal and informal settings. The formal interview was conducted with approximately 20 students in an upper level English course.

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Accreditation Standards and Indicators.

Beaverhead County High School displays high performance in regard to school/community expectations, a culture of respect, and student achievement. The roles of the board of trustees, administration, teachers, students, and community at large are clearly defined. These entities solidly support the purpose and direction of the institution. The staff is generally a long tenured group of individuals who are committed to maintaining a positive learning and behavioral culture. The staff members are highly involved with student programs beyond the classroom with most members working with students in activities programs. The school is a clean, safe, and well functioning organization within the Dillon community. The entire school community takes pride in maintaining a personally safe atmosphere for all members. Opportunities for improvement were identified including the integration of technology into the curriculum, prioritizing student engagement, increasing parental contact, and improving the availability of counseling services.

During the on-site review, members of the External Review Team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team evaluated the quality of instruction and learning that took place classified around seven constructs or environments: equity, high expectations, support, engagement, progress monitoring and feedback, management, and use of technology.

The themes that emerged from the observations indicated that Beaverhead County High School has many great programs for students and staff to participate in. The team observed a defined organizational structure where there was an orderly learning environment with compliant, respectful students and caring teachers. The team also witnessed a general need for improvement with respect to student engagement in the classroom. Innovative and progressive pedagogy along with increased educational technology infused into the classroom would improve student outcomes and increase engagement.

The External Review Team would like to thank the Beaverhead County High School for its openness and

willingness to work with the team during the review period. The administrative team spent time painting a picture of the school environment and the successful programs that have been implemented. The schedule was set up so that all stakeholders had an opportunity to give insight into the school environment for the External Review Team. All stakeholders were genuine in their answers to specific questions that the team addressed.

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the criteria. Beginning with school year, 2013-14, AdvancED is introducing a new framework to describe the result of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduces an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ). The IEQ is comprised of three domains of performance: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring. The three domains of performance are derived from the AdvancED Standards and Indicators; the Analysis of Student Performance; and the Engagement and Involvement of Stakeholders. Within each domain institutions will be able to connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that can be a valuable source of guidance for continuous improvement. Upon review of the findings in this report, institutional leaders should work with their staff to review and understand the evidence and rationale for each Required Action as well as the corresponding pathway to improvement described in the performance levels of the selected Indicator.

The IEQ provides a new framework that recognizes and supports the journey of continuous improvement. Your institution's IEQ is the starting point for continuous improvement. Your actions for improvement that have a positive impact will be reflected in your IEQ score.

IEQ Institutional Score: 285

Teaching and Learning Impact: 262

(Standards 3 and 5; Student Performance Criteria)

Leadership Capacity: 327

(Standards 1 and 2; Stakeholder Engagement Criteria)

Resource Utilization: 286

(Standard 4)

The External Review Team recommends that Beaverhead County High School District be accredited by the AdvancED

Accreditation Commission for a five-year term of accreditation.

Improvement Priority

1. Implement the technology plan into the classroom environment that connects students with lessons through the use of technology.

Related Indicator(s) or Assurance(s):

4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.

Description:

The installation of wireless access points will give teachers and students access to 21st century educational tools that will increase student engagement in the classroom. Once access is made available, administration should insure that teachers adapt 21st century teaching methods increasing the likelihood that student engagement will increase.

2. Review, update and implement instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Related Indicator(s) or Assurance(s):

3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Description:

The Beaverhead County High Schools needs to utilize formative assessments to drive instruction; Utilize standards based instruction, assessment, and reporting; Utilize more horizontal alignment, whether writing, reading, or math to continue engagement across curricular areas. Students should understand what standards they are expected to learn in each unit taught in each curricular area prior to instruction. Subsequently, students should then be assessed on the standards as communicated.

Addenda

The External Review Team

Lead Evaluator:

Mr. Robert P Moore

Reviewer:

Ms. Norene Rice

Team Member:

Dr. Robert DoBell

Dan Grabowska

Mike Ruyle

Mr. Jason Wirt

Next Steps

The institution should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Develop action plans to address the Required Actions made by the team. Include methods for monitoring progress toward addressing the Required Actions.
4. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
5. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Required Actions. Institutions are required to respond to all Required Actions. The Required Actions should be completed before the Accreditation Progress Report is submitted. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to complete the Required Actions. The accreditation status will be reviewed and acted upon based on the completion of the Required Actions and the resulting improvement.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Celebrating Accreditation

Following the External Review, the team submits the final report to AdvancED for review and for action by the AdvancED Accreditation Commission that confers accreditation upon the institution. Upon receiving its accreditation, the institution should share its achievement with internal and external communities.

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, these divisions share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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This is to certify that

Beaverhead County High School

having met the requirements established by the Advanced[®] Accreditation Commission
and Board of Trustees is hereby accredited by the Northwest Accreditation Commission.

Valid Through June 30, 2019

Mark A. Elgart
Mark A. Elgart, Ed.D.
President and CEO, Advanced

BEAVERHEAD COUNTY HIGH SCHOOL
BOARD OF TRUSTEES MEETING
February 9, 2015

The Beaverhead County High School Board of Trustees met in regular session on February 9, 2015 at 7:00 p.m. at the High School, room 101. In attendance were Koy Holland, Mike Richardson, Cory Lamey, Pierce Rouse, Superintendent Fred Chouinard, and District Clerk Ramona Glaus. Absent were LaVerne Jackson, Patti Jo Staudenmeyer, and Asst. Principal Gary Haverfield. A quorum was determined as being present.

In the absence of the Board Chair and Vice Chair, Pierce Rouse called the meeting to order at 7:00 p.m. Mike Richardson led the Board in the Pledge of Allegiance.

Koy Holland moved to approve the minutes as presented from the January 12, 2015 regular Board meeting. Cory Lamey seconded. Motion passed unanimously.

Fred Chouinard introduced the visitors in attendance: JP Plutt with the Dillon Tribune, Tammi Myers-Whitworth the BFT representative, and Payton Lafrentz the Student Council representative.

Cory moved to approve the claims and accounts in the amount of \$74,559.73. Koy seconded. Motion passed unanimously.

There was no public comment.

Superintendent Chouinard gave an update on the bomb threat. Shannon Lewis from Senator Tester's office has referred the concern to Brian Lockerby from the Montana Department of Criminal Justice. They ran into a dead end, but think the IP address is local. A \$50 donation to be used towards the reward came in from a Dillon resident. There is a \$550 reward which includes the \$50. If a reward is not given out by June, Mr. Chouinard told the resident he will refund his money.

Fred mentioned that one of the regular bus drivers has a medical condition and will be out for an extended period of time. That person's position will be held until they return.

Mr. Chouinard said that Kirk Bergeson is talking about cutting back and maybe just driving a bus. This would mean hiring someone for his present position. Jack Bergeson has a two year degree in mechanics. Fred asked the board to think about whether they should advertise the position or work Jack into it. Fred and Gary will sit down with Kirk and discuss it. The board does not have to decide until April or May.

Fred said Gary went to the annual MHSA meeting in Kalispell last month. Fred said they did away with the transgender proposal.

No consent agenda items this month.

Mike moved to approve policies, #1310, 2410P, 3210, 3231, 3600P, and 5125. Koy seconded the motion. This is the third and final reading. Motion passed unanimously.

Superintendent Chouinard explained that the AdvancEd Accreditation received last year allows for the school to apply for a variance to the OPI requirements of a Continuous School Improvement Plan which must be completed each Fall. The variance, if approved would negate that requirement for two years. Mike Richardson moved to approve the Variance to Standards Application request. Cory seconded the motion. Motion passed unanimously.

Koy moved to declare the list of surplus items obsolete. Mike seconded. Motion passed unanimously. These items will be taken to the Search and Rescue for auction.

The 2015-2016 school calendar was handed out to the board. Mike moved to approve the 2015-2016 school calendar. Cory seconded. Motion passed unanimously.

It was mentioned that the "make-up" day will be February 27, 2015. A Robo call will go out to parents next week to alert them of this.

Pierce adjourned the meeting at 7:27 p.m. Next regular meeting will be Monday, March 9, 2015 at 7:00 p.m.

Clerk

Board Chair

**BEAVERHEAD COUNTY HIGH SCHOOL
BOARD OF TRUSTEES MEETING**

**Room 101
February 9, 2015
7:00 P.M.**

AGENDA

1. CALL TO ORDER

- 1.1 Call to order
- 1.2 Determine a Quorum as being present.
- 1.3 Pledge of Allegiance - _____

2. REVIEW AND APPROVAL OF MINUTES

- 2.1 Motion and second to approve minutes of the January 12, 2015 Board Meeting. Motion _____ Second _____

3. INTRODUCTION OF VISITORS

- 3.1 J.P. Plutt, Dillon Tribune
- 3.2 Tammi Myers, BFT Representative
- 3.3 Jason Ferris and Payton Lafrentz, Student Council

4. REVIEW AND APPROVAL OF CLAIMS AND ACCOUNTS

- 4.1 Review of claims and accounts by Superintendent
- 4.2 Motion and second to approve claims and accounts.
Motion _____ Second _____

5. PUBLIC COMMENT/COMMUNICATION

5.1

6. SUPERINTENDENT REPORT

- 6.1 Bomb Threat update/ Reward
- 6.2 Family Medical Leave Act
- 6.3 Transportation Transition

7. ASSISTANT PRINCIPAL REPORT

7.2 Annual MHSA Meeting Update

8. CONSENT AGENDA ITEMS (Motion , Second, and Vote)

8.1 Nothing this month

9. ACTION ITEMS (Motion , Second, & Vote)

9.1 Approve Third and Final Reading of the following policies

- 1310 District Policy and Procedure
- 2410P High School Graduation Requirements
- 3210 Equal Education, Nondiscrimination and Sex Equity
- 3231 Searches and Seizures
- 3600P Student Records
- 5125 Whistle Blowing and Retaliation

9.2 AdvancEd Variance to Chapter 55 Accreditation Standards/ Approve

9.3 Declare List of Items Surplus Property/ Approve

9.3 School Calendar for 2015-2016/ Approve

10. ADJORNMENT/ NEXT BOARD MEETING

10.1 Next Board of Trustees meeting will be March 9, 2015, at 7:00pm.